



Pupil Premium Strategy

2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castlefield School
Number of pupils in school	399 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	33.9% (up from 32.3% Nov 23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Andrew Kann, Headteacher
Pupil premium lead	Jessica Wilson, Deputy Headteacher
Governor / Trustee lead	Rachel Gregory, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,150.00
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£201,150.00 (down by £25,886)
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Part A: Pupil premium strategy plan

Statement of intent

At Castlefield School, we want every child to reach their capability regardless of their circumstances. We strive to diminish differences and overcome barriers that may prevent pupils reaching their full potential while allowing for what the individual needs. We acknowledge that every child is unique and by knowing our pupils well, and having high expectations for all, we accept no excuses for poor performance.

Our curriculum offer is designed to inspire ambition and develop resilient, confident learners who respect themselves, others and the world around them. By placing experience at the heart of children's learning, we provide opportunities for pupils to experience that which they might not ordinarily and ensure pupils are socially, emotionally and academically ready for their next steps.

We endeavour to ensure all provision enables rapid acquisition and development of key skills in core subjects.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	65.2% of PP children do not have English as a first language
2	29.6% of PP children have SEN
3	Certain external influences on children hinder their readiness to learn. These include, but are not limited to, higher than usual CP issues, low parental engagement, transport/ distance from school issues.
4	Attendance rates for PP children average 96.45% (Sept – Nov 2024). The average attendance figure for All pupils is 96.78% (Sept – Nov 2024). While ill health accounts for a proportion of this absence, other factors (challenge 3) also contribute to this figure. This reduces the number of hours in class and raises the potential to fall behind.
5	Low levels of support with home learning hinder pupil progress
6	Low levels of language acquisition/ exposure to language hinder pupil progress

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Develop pupils' language capability to support reading and writing	Progress of PP pupils in R and W greater than ALL
PP pupils with SEND receive targeted support to close gaps	Progress of PP children with SEND meet or exceed expected targets
Improved English language skills for all PP children, especially those with EAL	Progress made by EAL PP pupils is in line with EAL ALL pupils.
Reduce external barriers to learning through focussed pastoral and parental support	PP children are in a frame of mind conducive to learning
Attendance rates of PP children will increase	Attendance rates of PP children will rise to be in line with other children

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivered to improve quality of oracy across the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 5, 6
CPD delivered to develop the quality and impact of reading lessons	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1, 5, 6
CPD delivered to ensure provision of targeted support to SEND	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf	2, 6
Recruitment and retention of effective class teachers	https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support for PP pupils with SEND to close attainment gap</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf	2, 6

<i>between them and ALL</i>		
<i>Targeted support for reading at home including trips to library, access to class libraries, praise postcards, homework etc</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	3, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £101,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officer undertaking first day absence calling</i>	https://dera.ioe.ac.uk/2945/3/110308section3en.pdf https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
<i>Bespoke LFL curriculum addresses wellbeing and resilience issues</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutFINALvii.pdf	3
<i>Safeguarding and welfare officer in position to support the needs of individuals and families</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf	4, 5

Total budgeted cost: £201,150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following: (Sum 2 23 - Sum 2 24)

A greater percentage of PP pupils made good progress (6 steps or more) in Reading than All pupils (PP ₁₅₀ =71.3%; All ₄₁₃= 63.0%)

A greater percentage of PP pupils made good progress (6 steps or more) in Writing than All pupils (PP ₁₅₀ =66.0%; All ₄₁₃= 59.1%)

A greater percentage of EAL PP pupils made good progress (6 steps or more) in Reading than EAL pupils (EAL PP ₉₇ =71.1%; EAL ₂₅₈ = 65.9%)

A greater percentage of EAL PP pupils made good progress (6 steps or more) in Writing than EAL pupils (EAL PP ₉₄₇ =63.9%; EAL ₂₅₈ = 60.9%)

A greater percentage of SEND PP pupils made good progress (6 steps or more) in Reading than SEND pupils (SEND PP ₄₃ = 65.1%; SEND ₉₆= 59.4%)

A similar percentage of SEND PP pupils made good progress (6 steps or more) in Writing than SEND pupils (SEND PP ₄₃ = 51.2%; SEND ₉₆= 50.0%)

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Attendance figures are broadly in line for PP and All pupils. Attendance rates for PP children average 96.45% (Sept – Nov 2024). The average attendance figure for All pupils is 96.78% (Sept – Nov 2024)

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and all pupils at national and local level and to results achieved by all our pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the strategies employed by Castlefield School to reduce the disadvantage gap are working.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that a rigorous attendance monitoring system incorporating early parent meetings with an Urdu speaker are having a positive effect on attendance, which in turn, means children are in lessons, learning. This has a positive impact on progress figures.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- actively seeking to promote parental engagement through, among other things, the development and delivery of workshops for supporting core subjects at home, inviting specific parents in to school to celebrate their children's achievements, and using a range of methods of communication to reduce barriers between home and school.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- keeping the 'bottom 20%' of all pupils central to all planning, teaching and learning activities.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also engaged with the Bucks Challenge, a county-wide approach to tackling disadvantage.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

